

CANDIDATE SUMMARY

NAME: Lily Rabinoff-Goldman

DATE: 11/21/21

CONTACT INFORMATION:

Preferred Phone:

Secondary Phone:

Email:

Skype Name: N/A

Home Address:

CURRENT EMPLOYMENT:

School/Company: Gann Academy Position: Assistant Head of School for Teaching & Learning

Location: Waltham, MA Dates – From: March 2020 To: present

Enrollment: 320

Grades: 9-12

Boarding/Day

Coed/Single Sex

Boarding Day

Coed

Single Sex

School Website Address: www.gannacademy.org

FOUR MOST RECENT POSITIONS OF EMPLOYMENT:

School/Company:

Position:

Dates:

- | | | | | |
|----|----------------|-----------------------------|-------------|-----------|
| 1. | Gann Academy | Assistant Director of T&L | From: 09/17 | To: 06/20 |
| 2. | Gann Academy | English Teacher/Dept. Chair | From: 09/10 | To: 06/20 |
| 3. | Project ALERTA | Program Coordinator | From: 09/07 | To: 08/10 |
| 4. | StreetSquash | Dir. of Special Programs | From: 09/05 | To: 08/07 |

EDUCATIONAL DEGREES, PLACES OF STUDY, DATES:

College/University:

Degree:

Date Conferred:

- | | | | |
|----|----------------------------------|-----|-------------|
| 1. | Northeastern University | EdD | June, 2021 |
| 2. | UMass Boston | MFA | May 2010 |
| 3. | Bank Street College of Education | MEd | August 2005 |
| 4. | Brown University | BA | May 2003 |

PERSONAL INTERESTS: Reading, walking, swimming, cooking, time with family

To the Search Committee,

I am writing to express my interest in the Head of School position at the Francis W. Parker Charter Essential School. Over the past several years, I have known about Parker not just by reputation, but by experience, as I was fortunate to learn from its Dean of Faculty, Deb Merriam, who served as a differentiation consultant to my team. Based on that experience, as well as Parker's history of living the values and commitments of the Essential School movement, I am thrilled by the opportunity to be of service to the school and its community. In my work as Assistant Head of School for Teaching and Learning at Gann Academy, I have come to think that effective leadership, at its core, is a process of discernment. There are innumerable decisions ahead for Parker as it navigates the academic, social, and communal shifts of a post-COVID world and imagines a new and enduring future for its students and faculty. I would be honored to help lead Parker as it undergoes that reflective, innovative, and deeply important process, and am confident that I would be an asset to the school and its exceptional leadership team.

I began my career as a public school teacher in New York City, and have served in several capacities in education non-profits committed to achieving educational equity for all students. That orientation toward social justice and civic engagement has informed my entire career, including my work at Gann over the past twelve years. Though I began as a classroom teacher, in the intervening years I have served as English Department Chair, Accreditation Co-Chair, Assistant Director of Teaching and Learning, and now Assistant Head of School for Teaching and Learning. In all these roles, in addition to teaching and advising, my work has focused on leading and collaborating on curriculum projects and the school's work in mastery learning, evaluation and assessment of existing programs, as well as strategic hiring and supervision of faculty. Throughout this tenure, I have mentored and supervised dozens of colleagues, building trusting, motivational, and collaborative relationships which have furthered the school's mission and vision.

As Assistant Head of School, my work merges the inward-facing, sacred work of teaching and learning with the outward-facing opportunities and realities of keeping a school in business. In addition to serving as an ambassador for the school in admissions and development, I am also responsible for working with the Head of School and CFO to make strategic decisions about structuring the academic side of the school in an efficient and financially sustainable way. This type of work includes budgeting, working with funders on supporting strategic partnerships and initiatives, developing meaningful programming for both internal and external stakeholders, and serving as a cross-functional communications lead across the school. With the unexpected challenge of navigating COVID-19's impact on our school community, keeping the focus on our mission, the integrity of our program, and the central importance of our students' learning and well-being has been an exciting and enlightening challenge, and one in which I've been proud of both our school and my own role as one of its leaders.

Regardless of the position, I've worked to leverage my experience as an educator and a scholar-practitioner to help build an inclusive and equitable school community. That work has not always been easy. Learning to be a deep and authentic listener, reflecting on hard feedback, and helping colleagues work through their own experiences of creating or responding to racism, sexism, classism, and other forms of oppression has required humility, perseverance, and fortitude. I have been grateful to my colleagues and to my professors and classmates in Northeastern's doctoral program in education for being my teachers in this learning process. If nothing else, I have come to understand the need to balance patience, empathy, and the urgency for real change in creating educational institutions that promote diversity and inclusion and further the common good. It is my hope that the knowledge, skills, and habits of mind that I have developed as a change agent will be of service to Parker in its

mission to build a diverse and inclusive culture that embodies the values of democracy, equity, decency, and trust.

In thinking about serving as the Head of School at Parker, there are many aspects of the school's specific character, culture, program, and mission that are a good fit for me as an educator and a leader. First, on a concrete level, much of my work over the past several years has focused on creating, embedding, and sustaining the kind of mastery-based learning that is at the heart of students' experience at Parker. I am excited about being part of a school whose work lies at the intersection of the "10 Common Principles," an understanding of the social-emotional foundations of learning reflected in Parker's "Habits of Learning," and the development of big, essential questions that give students agency in their learning and their world. Second, Gann's mission explicitly concentrates on engaging with difference from a place of reflection, humility, and curiosity – a focus that has important analogs in Parker's commitment to its student body. As such, I am excited about bringing the work I've done on cultural competence and social-emotional learning at Gann to Parker's larger and more diverse setting. Indeed, Parker's focus on combining authentic learning with relational leadership, and starting from a place of seeing and amplifying the inner light in each student and faculty member, is a piece of the school's mission that speaks directly to my own priorities and practice as a teacher and a leader. Finally, on a personal note, my own journey as an educator began in "The Craft of Teaching," a class in Brown University's Education department that I took in my first semester of college, and which had Ted Sizer's fingerprints all over it. Even though I took that course more than two decades ago, so much of what I learned in it has informed my practice to this day. Being able to bring my experience as an educator to a flagship Essential School feels, in many ways, like a homecoming for me, and one I am so excited to undertake.

Love of kids and a deep commitment to their learning and development. Patience. Care. Honesty. Fair-mindedness. Pragmatism. Reflectiveness. These are the qualities and dispositions that I have tried to bring to my classroom every day and that guide my leadership of respected and beloved colleagues. It is clear that they are also the qualities and dispositions that define Parker's special character and have earned its admired place in the educational landscape. I am thrilled to imagine helping to lead Parker in the coming years. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Lily Rabinoff-Goldman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr. Lily Rabinoff-Goldman

Dr. Lily Rabinoff-Goldman

Education

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| Northeastern University, Ed.D. - Curriculum, Teaching, Learning & Leadership | 2021 |
| Dissertation: "Instructional Leadership, Professional Learning Communities and Adolescent Empathy Development" | |
| Chair: Dr. Chris Unger | |
| University of Massachusetts, Boston, MFA - Fiction Writing | 2010 |
| Bank Street College of Education, M.S. Ed. - Elementary Education | 2005 |
| Brown University, BA – History | 2003 |
| <i>Magna Cum Laude and High Honors in History</i> | |
| <i>James Manning Medal in the Study and Practice of Religion</i> | |

Teaching and Educational Leadership

Gann Academy, Waltham, MA (August 2010 – present)

Assistant Head of School for Teaching and Learning (March 2020 – present)

- Serve on Senior Leadership Team, focusing on all major school-wide functions and initiatives
- Oversee all aspects of Teaching and Learning, including creation of a new academic schedule and program for 2021-2022, and curriculum development across academic departments and disciplines
- Manage approximately \$9 million Teaching and Learning budget, including personnel and program expenses
- Supervise Instructional Leadership Team, including Director of Humanities, Director of STEAM, as well as approximately 70 faculty members
- Supervise Student Support Team, including Dean of Students, Director of Support Services, Learning Center Co-ordinators and Co-Directors of College Counseling to support all aspects of students' social-emotional learning needs
- Serve as a "Face of Gann," representing the school to external stakeholders, including:
 - Ambassador for prospective families during admissions season and yield month
 - Steward for existing and potential donors
 - Grant-writing and reporting for specific projects and initiatives
- Oversee Gann's work in Diversity, Equity, and Inclusion, including:
 - Identifying and on-boarding DEI consultants for a 2-year project, 2020-2022
 - Collaborating with DEI consultants to build out programming for faculty and students
 - Supervising in-house DEI Community Engagement Fellow
- Collaborate with Director of Marketing and Communication as a cross-functional communications lead for internal and external stakeholders
- Collaborated with Head of School, Assistant Director of Teaching and Learning, and others to develop school response to COVID-19, including:
 - Strategic and structural responses to support transition to remote learning
 - Leading department chairs to prepare faculty for online instruction
 - Providing symbolic leadership for faculty and staff
- Led many key aspects of COVID school re-opening, including redesign of the academic schedule, re-imagining faculty roles and responsibilities, and onboarding of more than 70 faculty members to teaching in a new environment, informed by medical guidance and COVID protocols
- Envision new staffing structure to "right-size" the school in case of enrollment decline, including developing a fair, meaningful, and inclusive process to enable difficult decision-making
- Imagined and executed a brand-new, virtual Gann summer program, July 2020

Assistant Director of Teaching and Learning (2017-February 2020)

- Collaborated with four others to lead mastery learning efforts as part of the Mastery Transcript Consortium
- Mentored 3 department chairs on discipline-specific mastery learning
- Co-led whole school professional development around rubric-development, learning goal articulation, and Understanding by Design
- Served as a leader on Gann Inclusivity Committee, focusing on issues of diversity, equity, and inclusion
- Managed curriculum mapping project, including data collection from all departments and grade-levels and development of the first database and map

English Department Chair (2012-February 2020)

- Supervised team of 7-8 English teachers, including regular classroom observation and feedback, unit and lesson planning, and troubleshooting specific student and class-wide challenges
- Led curriculum and pedagogical initiatives for the department, notably creating a comprehensive scope and sequence, developing a mastery checklist for essential 9th grade skills, creating 4-year rubrics for analytical writing and discussion skills, and auditing curriculum for multiculturalism and cultural competency
- Coordinated grade-level planning teams to build cohesion and consistency across classrooms
- Managed all inbound and outbound parent communication for the department
- Served as the English Department representative on Gann's Academic Council
- Mentored 1-2 new department chairs and 1-2 new faculty members each year
- Taught 9th, 10th, 11th and 12th grade English as well as Creative Writing, Poetry and Fiction

NEASC Accreditation Chair (2013-2015)

- Co-led Gann's 10-year reaccreditation process with Assistant Head of School
- Organized entire faculty and staff into teams to research and evaluate the school's performance on 18 standards, including maintaining records and work timelines for all teams
- Led 8 professional development days over the course of two years to prepare faculty and staff for the accreditation process and ensure accurate and timely completion of work
- Collated and edited 200+ page accreditation report
- Worked with Head of School to write and edit 2-year interim report (2017)

English Teacher and Director of Writing Center (2010-2012)

- Collaborated with the Head of School, Dean of Academics, and Director of Learning Center to create a new Writing Center
- Collaborated with faculty on writing across the curriculum
- Developed evaluation tools to assess the Writing Center in its first year

Project ALERTA, Boston, MA (September 2007 – August 2010)

Project Coordinator

- Supervised 10 elementary school teachers in developing and implementing academic enrichment curricula for Latinx students and English Language Learners in Boston Public Schools
- Wrote numerous grants to foundations and corporate giving programs
- Wrote and published monthly parent newsletters in English and Spanish
- Organized parent meetings at 6 school sites on topics such as supporting students in school
- Collaborated with the Director to run each summer's academic enrichment program for approximately 55 students for 4 weeks each July

StreetSquash, New York, New York (September 2005 – July 2007)

Director of Literacy Project and Special Programs

- Supervised and managed academics for 20 10th grade students
- Recruited and managed 100 volunteer academic tutors and squash instructors
- Created and executed theme-based reading, writing, and math enrichment curricula for 45 middle-school students
- Wrote and collaborated with the Executive Director and a graphic designer to compile the bi-annual StreetSquash newsletter
- Wrote numerous grants to major foundations, which resulted in significant awards to the organization

Teach For America, New York, New York (June 2003-June 2005)

Corps Member and Teacher

- Participated in the Teach For America program, including Summer Training Institute, mentoring and advisement
- Created and executed literacy and social studies curricula for several 6th grade classes of approximately 30 students each at Middle School 391, Bronx, New York
- Worked towards increasing student achievement through innovative curriculum and extensive one-on-one student conferencing
- Spearheaded and led an all-girls after-school writing group aimed at building community, creative expression and writing skills
- Awarded DonorsChoose grants for field trips and student resources

Arts and Culture

Aster Weeks, Boston MA (Summer 2021)

Founder and Editor

- Founded a teacher writing project focused on educators utilizing reflective writing as a tool for wellness
- Wrote and published weekly newsletters including themed reflections and writing prompts
- Garnered 80+ subscribers in the first several weeks of the project, and was featured in Chalkbeat's First-Person section

Jewish Studio Project, Berkeley CA (June 2021 – Present)

Strategic Steering Committee Member

- Served alongside founders, board members, and community leaders on an in-depth strategic planning process for the Jewish Studio Project
- Engaged stakeholders including philanthropists and educational leaders in qualitative interview processes to inform the next stages of JSP's planning
- Participated in a Theory U process for sensing, meaning-making, and decision-making for the organization

Publications

- "This Summer, Teachers Need More Than a Reset." *Chalkbeat*, August 2021.
- "A Summer of Wellness for Educators." *Newton TAB*, July 2021.
- "Yet the Day." *GW Review*, Spring 2011.
- "Cubbyholes." *Sycamore Review* 22.1 (2010): 86-104.
- "Jewesses with Attitude" blog, jwablog.jwa.org, June – September 2008.
- "Keeping the Faith: How Leaving the Classroom for After-School Kept Me an Educator." *After-School Matters* 6 (2007): 1-5.

Philosophy of Educational Leadership

“A life lived rationally and authentically, then, as each big decision is encountered, involves deciding whether or how to make a discovery about who you will become.”

– L.A. Paul, *Transformative Experiences*ⁱ

Human-Centered Leadership

Reflective practice starts at the top. Building a strong, positive, and effective professional culture requires an ongoing commitment to honest, meaningful, and reciprocal relationships. For a leader to create a culture that prioritizes a positive and productive culture, she must “walk the walk” in reflection, honest communication, and seeking out opportunities for collegial inquiry and mentorship. She must be humble enough to model vulnerability and risk-taking for her colleagues and students. She must be self-aware enough to understand the organization’s complex networks of power, relationship, and emotion, and understand where she is located within that web. She must be brave enough to discuss difficult issues with compassion and generosity of spirit. Over the past many years, I have been lucky to see the impact of these practices in action through the work of beloved leaders and mentors. Learning from those leaders has shaped me as an educator and as a leader. Though the cyclical work of practice and reflection is time-consuming and at times arduous, I am committed to my own growth and development as a leader and see it as a cornerstone of my work.

Trust begins with a stance of inquiry. In educational institutions, faculty, staff, and administrators can jump the “ladder of inference” about all sorts of issues and decisions that make them feel insecure in some way. Certainly, I have found myself doing it! But there is great power in disrupting that process by asking honest, open questions instead. For example, instead of making assumptions about a faculty member’s actions or motivations in a classroom or meeting, the leader might instead ask, “I noticed you did X during class. Can you tell me about it?” or “when you said Y, I heard Z. Is that what you meant?” It seems so simple, but the power of asking the question, both in terms of actually clarifying the inferences and in terms of modeling the testing of inferences for others in the organization is powerful. Perhaps even more importantly, taking a stance of inquiry, asking honest and open questions, demonstrates respect for the expertise of colleagues. It requires patience, but from a place of genuine interest, care, and desire for connection, beginning with a stance of inquiry builds relationships, and, over time, a culture of trust and mutual learning.

Honesty, transparency, and integrity matter in change management. The poet Yehuda Amichai, in his piece, “My Parents’ Lodging Place,” writes of his father’s 11th and 12th commandments: “Thou shalt not change” and “Thou shalt change. You will change.”ⁱⁱ So too do organizations have the dual mandate to maintain the mission and culture that define them and to be flexible and forward-looking enough to make strategic and meaningful change. The tension inherent in these imperatives is one that a leader must manage, day-by-day, decision-by-decision, conversation-by-conversation. Although change may bring both excitement and loss, the leader’s role is to create an environment in which it can be understood by the organization’s stakeholders, even if they don’t all agree. Achieving that delicate balance requires a commitment to integrity, transparency, and honest communication. Those values cannot prevent the potential discomfort of a change process, but they can guide it in a way that honors the organization and the individuals who believe in it.

Teaching and Learning in Community

Teaching is an act of discernment. Who are my students? What will I teach them? How will I teach it? Our work as faculty members is to help students bridge the gap between what they know and what they don’t know, between who they are and who they, and we, wish for them to become. It requires ongoing decision-making, experimentation, and reflection, and is influenced by the values and beliefs about teaching and learning that we hold. Paulo Freire’s “dialogic” model, which “cannot exist...in the absence of a profound love for the world and for peopleⁱⁱⁱ” guides my personal rubric for educational decision-making. As I make teaching decisions, I seek to honor Freire’s principles: student agency, appreciation for the world, and an orientation toward liberation. Whether

other faculty members subscribe to these particular principles or others, all of our work is an act of faith that the myriad decisions we make, in moments we're proud of and ones that change our practice forever, are the best ones we can make to serve our students. What matters is the attention we pay to those choices and the understanding that our decisions have not arrived *sui generis* from an unknown or divine source but rather that teaching is an act of discernment.

Collaborative practice enriches teacher and student experience. Opportunities for meaningful and authentic collaboration abound in educational institutions. A professional learning community may include shared planning of courses, projects, or instructional units, collegial inquiry of texts or matters of interest to faculty members, and formal and informal mentoring. An organization in which faculty members are committed to a culture of shared learning and growth is an organization that fosters curiosity, vulnerability, and creativity and builds trust and relationships. Through working together to establish thoughtful learning goals, develop curriculum, share instructional best-practices, celebrate accomplishments, and reflect on their teaching and research, faculty members learn and practice important skills in collaboration, communication, and reflection that enhance their own work. Faculty members become better versions of themselves and can more effectively model those behaviors and competencies for their students.

Building a diverse, equitable, and inclusive organization is both an outcome and a process. Every organization has circuits of power, visible and invisible, that impact the experience of its students, faculty and staff members, and administration. Making those systems visible and investing all members of the community in creating more equitable structures is a worthy goal, and one that can transform good intentions into positive and meaningful impact. Over the past several years, I have been grateful to learn from colleagues and faculty members who have patiently, lovingly, and bravely demonstrated that building equitable and inclusive organizations requires an attention to process, a willingness to ask hard questions about who is and is not at the table for decision-making, and a commitment to listening, to taking hard feedback, reflecting on it, and trying to do things differently the next time. This work means amplifying voices that are not always heard and facing hard truths about ourselves and our relationships with one another. It requires humility and openheartedness and the capacity to unlearn and rethink beliefs about ourselves and our world that may have previously gone unexamined. Though that experience challenges us, it is also one that might narrow the gap between being the organizations we are and the ones we wish to become.

An organization's business and operations functions reflect its mission. Development. Finances. Facilities. Though these departments may not have the same number of touchpoints with students that faculty members do, their work keeps the lights on and the organization running. Aligning the external facing and operational work of the school with its mission and values facilitates a coherent and effective ecosystem that makes the organization "easy to do business with" and helps all stakeholders know what to expect in all aspects of the organization's work. It provides the opportunity for faculty to see themselves as enrollment and development ambassadors and for all employees to understand their role in the central work of an educational institution: teaching and learning. When structural or substantive changes in either the academic or the operational side of the organization are needed, being mission and values-aligned allows the whole organization to support one another through that process. Open and multi-dimensional communication among all stakeholders, as well as opportunities for collaboration between and among students, faculty, and administrative staff are important tools for nurturing this affiliation on an ongoing basis.

ⁱ Paul, L.A. (2014). *Transformative Experiences*. Oxford: Oxford University Press. p. 178.

ⁱⁱ Amichai, Y., trans. Block, C. (2000). New York: Harcourt. p. 58

ⁱⁱⁱ Freire, P. (2000). *Pedagogy of the Oppressed*. NY: Continuum International Publishing Group. (Original work published in 1970).